



# DISCOVERING VARIETIES OF TEACHING METHODOLOGIES AND WAYS TO MAKE THEM UNDERSTAND BETTER

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## ABSTRACT

We all know that each and every student has different learning and understanding abilities. Teachers might have faced difficulty making a few students understand the concepts. As educators, we have to master different types of teaching methodologies to teach different kinds of learners. We have to adopt a mixture of two-to-three teaching methodologies to teach a group of mixed students. In our research, we have taken four major kinds of learners, such as visual, auditory, reading and writing, and kinaesthetic learners, for assessment. As a teacher, it is necessary to see from the perspective of students to understand whether all the students are able to make out the concept when we adopt a teaching methodology. If the majority of the students understand the concept with the teaching methodology we adopted, it is pivotal for the teacher to take an alternative teaching methodology to make those least number of learners understand it.

“Discovering varieties of teaching methodologies and ways to make them understand better.” is a study conducted to analyse varieties of teaching methodologies that teachers use in the classroom to make understand different types of learners easier. The second motive is to know different ways to teach them in case the teaching methodology does not work. This objective is an important one, as a teacher should always have it in mind if it does not work. Since this study is not limited to a particular age group or specific subject, we have gathered information and collected data from all the available resources. This research helped us understand the different kinds of teaching methodologies that different subject teachers follow. Although most of the teachers follow almost the same teaching methodologies in some aspects, each and every teacher’s method differs, and some of the teaching methods are cutting-edge and practical. Most of the teachers said that all the teaching methodologies they planned didn’t work out. In those situations, teachers have taken alternate teaching methodologies to make the students understand the concepts easier. Moreover, except for one teacher, all the other teachers have revealed that their teaching methods and techniques are not completely effective; the shortage of minimum 2% to maximum 35% was there. The reasons they have given are the students’ poor mindset, lack of concentration, and lack of interest. It is really surprising and enlightening to know that teachers can’t reach all the students, and it is one of the facts that should be accepted. By conducting interviews with a wide variety of educators, we gained new perspectives and ideas. Instead of taking interviews just with teachers, taking interviews with all the different kinds of educators gave us better results and, moreover, it gives us an idea about different kinds of subjects and all age groups

**KEYWORDS:** Kinaesthetic, Pivotal, Cutting-Edge

## INTRODUCTION

Since ancient times, the classroom was traditional, and it was always one-way teaching where the students had less interaction. It was a teacher-centred classroom. As the time passed by, the world realized the importance of education when everything was becoming competitive. When realizing about the importance of education, the educators and the society have understood that there should be a change in teaching methodology and the way teachers deal with students. Slowly teaching has become interactive and a two-way process which is straight forward to the traditional way of teaching. Apart from being interactive, some teachers are acting as instructors or facilitators where the teachers will facilitate or instruct the students to learn or do things practically. The education system has changed from teacher centred to students centred and also completely giving importance to students’ knowledge and practical skills. Modern

education brings out the best reconstruction today and it brings out the best in students. It makes the students use their best potential and will be better for the students’ future (Anita Tripathy, 2021). While the education system evolved, students transitioned from traditional classroom settings and outdated systems to modernized classrooms with updated approaches. Along with modernized system of learning, students have also equipped to learn subjects and do things practically, also managing everything accordingly. The modern education has impacted students in such a way that the students have departed the traditional way of rote learning and passive learning. Instead of these methods teachers and students have started to adopt methods such as project-based learning, integrative learning, experiential learning and collaborative group work, etc... Through these methods students have employed critical thinking skills, problem solving skills, creativity and it also

makes the students engaged (Ajay Singh, 2024). Though most of the students are equipped with these methodologies, some students must be feeling difficulty. Those least number of students should be dealt appropriately. This research has been conducted with a maximum of 30 educators, who are nursery teachers, primary teachers, middle school teachers, and high school teachers; it also includes trainers, professors, and freelance teachers, through a telephonic interview that lasted 45 minutes to one hour for each interview.

In a classroom, we have many types of learners that include visual, kinaesthetic, auditory, musical, reading and writing, linguistic, logical, interpersonal, intrapersonal, and naturalistic. It is important that we understand each and every type of learner and also know various teaching methodologies according to the learner's style. In the study which I have conducted, questions were asked to teachers like learning capability, ways to deal with them and etc... related to those least number of students. In each and every subject the ways to explain and teaching to students differ. The same applies to those least number of students also. While explaining them again we have to adopt some teaching methodologies related to their learning type and particular subject. According to the subject, the way of explanation and making the student understand differ to those students. All the teachers have said that their own alternative ways to deal those least number of students. So, it has been discovered that in the modern days education has not only changed the system but also the teachers started concentrating on each and every student unlike the traditional way of teaching. Thus, this study will help the teachers' community to implement different teaching methodologies by understanding the students' learning styles.

#### **Rationale of the Research:**

When the education system was continuously evolving, the teachers have updated them through workshops, training sessions, self-learning and courses, etc... to update their teaching methodology as they faced some challenges in their teaching. As I transitioned from a traditional teaching approach to a modernized one, I experienced success in many areas; however, I also encountered challenges, similar to those faced by other educators during this process.

Though most of the students are adapting themselves in the new ways of learning, applying things practically, exploring and cooperating with teachers, some students were not understanding concepts, some were not cooperating, some were not showing interests to do things. For example, topics like tenses part it will be a bit difficult for some learners to understand. They might not cooperate with teachers if they don't have an interest and lack of concentration may occur.

These were the major challenges educators faces in the recent times. So, I decided to do this research to find out various teaching methodologies and also to make understand the concepts easier to understand. This way it will be helpful for all the teachers in all the aspects in teaching the students and also to deal with them.

The time is changing, so does children's way of thinking and behaviour. According to the children teachers are in a position to update them and change themselves time to time. When comes to the subject, teachers should have a deep knowledge in the topic before going to the classroom, not only in the subject and the specific topic but also the varieties of ways to explain those topics to all the four kinds of learners. Most of the teachers have equipped themselves according to the children and the situations.

It is important for the teachers to be flexible and adaptable irrespective of the situations most of the time. Being adaptable and flexible makes their job and career successful, moreover they will be able to feel content and sustain in their career along with the current updates in the education industry i.e. NEP 2020, recent teaching methodologies. In the interview I have conducted, it has been observed that teachers are constantly taking different teaching methodologies and other steps to make their students understand the concept easier. Especially teaching methodologies like taking them out to explain mathematical measurements on a step or in a garden to find out the measurements in a practical way, explaining universe to with a few children in the classroom like an activity are really exceptional ways to make them understand better. Teachers are in a position to take these kinds of measures to explain some complex topics like this. Inquiry and enquiry-based learning are really a 21st learning skill that teachers use in the classroom with children. Some advanced way of experimenting things in the classroom. These are some important findings that I got to know in the interviews which I conducted with different educators.

#### **METHODOLOGY OF THE RESEARCH**

##### **Participants of the study:**

The targeted audience was educators, like teachers of different grades and subjects, professors, trainers, and freelance teachers. A total of 30 educators have participated in the research. The method of research was interviews, and each interview lasted from 45 minutes to more than one hour. This research took place over nearly one and a half months. Each educator answered a question and the response was noted down. The mode of interview was, for some teachers, a telephonic interview, and for others, a direct interview. Most of the educators provided clearer explanations and demonstrated interest.

##### **Data collection procedure:**

After carefully selecting questions, a total of 20 questions were asked to educators. The first few questions were related to their demographic details, such as their names, gender, age, qualifications, job title, total experience, and their core subject. The next set of questions relates to their teaching methodologies and the details of the students they teach. Slowly, the next set of questions was asked to teachers about the efficiency of their teaching methodologies. Out-of-the counter questions like what will they be doing when they encounter some situations, like if students don't understand even after taking extraordinary teaching methods, most of the teachers have mentioned some measures they will be taking in those situations.

## DATA ANALYSIS & RESULTS OF FINDINGS

### Data Analysis:

A total of 20 questions were asked of educators in the interview. Out of 8 questions, 6 were demographic questions. Six questions were related to their teaching methodologies and the types of students the educators have in their classroom. Slowly, the next six questions were asked related to the situations that they faced rarely and also to check how strategic they were in their lesson plans. This was also conducted to know their spontaneity and the ways which they deal with different situations.

### Results:

**1. Demographic Details:** The demographic details of the teachers play an important role for a better clarity of results. Especially experienced teachers were able to give answers in a clear-cut approach. A few introductory questions were asked of the educators in the interview, like their names, age, gender, qualifications, job role, experience, subject expertise, and age group of the students they teach. 4 out of 30 educators were males, and the other 26 were females. 24 educators were between 20 and 30, 3 educators were between 30 and 40, and 3 educators were between 40 and 50.

When it comes to qualifications, 20 educators are master's degree holders, 10 educators are bachelor's degree holders, and all the educators except three are B.Ed. degree holders. Out of these 30 educators, 6 were professors, 5 were trained graduate teachers, 3 were postgraduate teachers, 9 were primary teachers, 5 were pre-primary teachers, and 2 were trainers. When comes to teaching experience, 20 educators were having experience between 1 to 5 years, 5 educators were having 5 to 10 years of teaching experience, 5 were having experience between 10 to 25 years. All the educators who have participated in my interviews teach varieties of subjects like English, math, science, social and political science, communicative skills, and soft skills. The age group of students they teach differs from a pre-primary teacher who teaches a 4-year-old kid to a professor and trainer who teach 32 people at institutes.

### 2. What kind of learners are the majority in your class? (VARK MODEL)

After the demographic details, teachers were asked questions about the teaching methodologies and their students. It was asked of teachers to state the two major types of learners in the classroom as per the VARK Model. So, most of the teachers have said there are two kinds of learners, like primary and secondary. As per the majorities, visual learners are leading, auditory learners are second, kinaesthetic learners are third, and reading and writing learners are fourth. It is clearly understood that visual and auditory learners are in the majority, and kinaesthetic and reading and writing learners are in the second majority.

### 3. steps will you take to ensure that the least category of learners understand? (VARK MODEL)

In the previous question, it was asked about the top two majorities of learners. Though each teacher talked about

each kind, there will be a few students whose learning style will be different from other students' majority learning styles in the class. And those students will usually be smaller in number. It is the teacher's responsibility to take different approaches to make the students explain the topic. So, when asked about the teaching methodologies that the teachers employ for those few students, each teacher said their own teaching methodologies. Though visual and auditory are mostly the majority in all the classes, for a few classrooms, they are the lowest in number.

- **Visual Learners:** The most common methodologies include showing video clips, pictures, chits, and drawings on board, presenting PowerPoints on board, and laboratory-based learning. Also showing actions to teach English grammar.
- **Auditory Learners:** Lecture-based learning, repeating the concepts and asking the students to repeat them, playing audio clips, conducting seminars, and giving pronunciation practices are the common methodologies teachers use.
- **Reading/Writing Learners:** giving writing and reading practices, giving home works, assignments, worksheets, projects, conducting quizzes, oral drilling, picturing things, and teachers making them read by them.
- **Kinaesthetic Learners:** For kinaesthetic learners, it includes icebreaker activities and group activities related to the topic, such as playing games, role plays, poetry sessions and seminars, conducting activities such as bodily movements to explain the angles, and in the math lab, different kinds of activities will be played.

The teachers are following the above said teaching methodologies and at times they use a combination of two to three methodologies. It is clear that different kinds of steps should be taken by the teachers to explain the concepts to each kind of learner, even if it is a small number of students with different learning styles. According to the subject and topics, teachers should decide the teaching methodology, considering the types of learners.

### 4. List out the teaching methodologies you implement for each type of learner while teaching them new topics.

The modern teachers are using different methods to engage the learners and try to make the concept easier to understand. The teaching methodologies the teachers talked about are mostly related to the previous question's answer, as they are about each learner's teaching styles and methodologies. The following are the few more methodologies followed by the teachers teaching a new topic:

- **Visual Learners:** diagram-based or flow charts, using AV aids, showing movies, video clips, documentaries, and PowerPoints
- **Auditory Learners:** giving live examples and personal experiences, asking the students to read case studies, mnemonics, podcasts, summarizing the lessons with more examples, encouragement, motivation.
- **Reading and Writing learners:** giving worksheets,

the teacher does trace works, the teacher makes them read letter by letter.

- **Auditory learners:** podcast, concising the lessons with more examples, encouragement, motivation
- **Kinaesthetic Learners:** For the Universe topic, the teacher will call on students to act like the sun and moon; the teacher will explain this; the teacher will take motor skills and activities.

As we discussed in the previous question, the teachers have been using different methods depending on the subjects and types of learners. Especially for universe topics, the teacher uses a kinaesthetic way to explain, but at the same time, it is an experiential-based way of learning. Also, some teachers are using 21st century learning resources like podcasts and AV aids, which are really effective for students.

##### 5. What are the strategies you use to help various learners understand complex topics?

There is a distinction between choosing teaching methodologies for everyday topics and planning specific strategies to help various students understand. The proper planning and execution should be important in helping students understand complex topics. Though few teachers said as usual teaching methodologies like using PPT's, audio and visual aids, flash cards, giving real-life examples, live examples, a discussion approach, etc. Some teachers shared a few methods that they will be using in the class, such as the seminar method for children, peer-to-peer learning, using vernacular language for complex topics, demonstrating topics in the class, using the play-way method, framing mnemonics or flowcharts, using AV aids and diagrams, conducting online games, and math simulations. According to the topic, students' age group, and their level, the teacher could plan strategies like these. Also taking students to science lab for experiments, using thermocol to explain parts of the body, and taking students outside for a walk to count the measurements also helps children.

##### 6. Will you use any exceptional method to make the difficult concept easier to understand?

This question is related to the previous question; teachers were asked about some exceptional methods they used in their whole career. The previous question was about some strategies they take for complex topics. This question is about an exceptional topic they use very rarely in their career, twice or three times. Most of the teachers said some methods were usual, and some teachers said they didn't encounter such situations in their careers. But few teachers have taught topics like auxiliary verbs and parts of speech as rhymes to make them understand or not to forget them, inquiry-based learning, game-based learning, and interdisciplinary teaching. These are the methods I found fruitful. Though few teachers answered this question, I believe over a period of time teachers will develop such kinds of methods when they get experience.

##### 7. Do you believe that activity-based learning and experiential learning makes the students understand the concept easier? If yes, how often do you conduct it?

Except for two, all the teachers believe that activity-based learning and experiential learning make the students understand the concept easier. A professor believes that experiential learning works better than activity-based learning, as it makes the concept easier and the professor conducts it every day. The other teacher said that except for math, other subjects would work. But even other math teachers agreed that it worked in their subject too. Each and every teacher who agrees conducts it on a periodical basis, like whenever they begin a new chapter, some teachers once a week, some teachers whenever they get time, and some teachers on an every-day basis.

As the times have changed and teachers are in a position to avoid traditional ways of teaching and also to try whatever way possible to lift the children up, it is undeniable that both activity-based learning and experiential learning are useful for children. But educators have to decide it as per their age level and the topic.

##### 8. Are these teaching methods and techniques effective?

For this question, they have shared their own teaching methodologies, strategies, varieties of insights, and other things. I wanted to know whether all these methods and techniques were really effective or not. Though all the teachers agreed that their teaching methods are effective, except for a single teacher, no one's technique is 100% effective. That single teacher who is completely satisfied is a pre-primary teacher who feels that her methods are 100% effective. The minimum starts at 65%, and the maximum is 98%. Most of the teachers' reasons are the poor mindset of students, a lack of concentration and interest, and a lack of focus. A few teachers said it's because of family problems. So, it is clearly understood that both the teachers and students should cooperate with each other to achieve the target. It is important to recognize that teachers practically can't reach all the students, irrespective of their teaching methodologies, techniques, and efforts. While the general public still believes that it is a teacher's responsibility to reach all the students, which is really hard to accept it. At the same time, teachers should keep trying to lead the interested and cooperative children down the path of wisdom.

##### 9. Have all the teaching methodologies you planned worked out?

As the percentages widely differed for the educators' effectiveness of their teaching practices for the previous question, the next question was asked to educators whether their teaching methodologies planned worked every time and to know whether their teaching methodology impacts their effectiveness in children. Most of the teachers have said that it worked most of the time and didn't work out sometimes. For example, if the teacher's teaching methodology doesn't suit specific type of learners or if they feel difficult to understand the topics because of the



improper execution of the teaching plan. It is understandable that teachers have to plan their lessons beforehand.

**10. If the teaching methodologies you have planned for do not work, what kind of action will you take to make the students understand?**

To get a clear solution and understanding, teachers were asked questions related to this situation, as this is one of the common problems teachers face globally. As in the previous question, teachers said that most of the time it worked and a few times it didn't work. I asked what kind of alternate teaching methodology or strategy the teacher would be taking at the time. For that, teachers use methods like collaborative methods, group debates or parliamentary debates, worksheets and exercises if in the case of math or grammar topics, AV aids, and live demonstrations in the class, taking them out of the classroom to explain topics for some topics in EVS, math, and English. A teacher has told me that she will be thinking as a student so that it will help her explain better. I found this one really impressive.

**11. Please mention specific topics where you have taken a different teaching methodology spontaneously in the classroom.**

Teachers have mentioned the below topics where they have taken a different approach spontaneously in the classroom"

- **English:** direct and indirect speech, active and passive voice, tenses.
- **Math:** Measurements, Trigonometry, Algebra, and Mapping.
- **Science:** Body parts, Growing Up.
- **Social:** latitudes and longitudes using AV aids, different locations and weather using Google Earth, and parliamentary topics.

Topics will differ according to the subject and level of the students.

**12. For how many groups of students have you adopted this approach?**

To dig deeper to get some more insights, I wanted to know about the number of students who don't understand the topics on a regular basis, and that will help us understand whether it is the teacher who has to change the methods or the student who has to improve the skills. The minimum number started at 4, and the maximum ended at 20 or 25, according to the strengths. If the total number of students is 20, then those numbers are 3 to 4, if the total is 35, then it is 5, and for 75, it is 25. As the strengths increase, the number of students who don't understand increases. On a scale of 100, the percentage differs from a minimum 2% to 35%.

It clearly states that most of the students are able to follow the teacher, and only a few children are able to understand the topic. For these students, the educator has to take an alternative approach.

**13. Did it work every time?**

This is the last question that I asked the teachers. With this question, I got a clear understanding and solutions for my objectives. I asked whether, after taking alternate methods, all the children understood or not, and most of the teachers said that all the students understood the topic. A few teachers said some students still didn't understand the topic. For those few students, the teachers said that they would again take an alternate approach, or that it happens rarely. Though most of the time students understand the topic, it is understandable that a few students will not be able to understand either because of a lack of capability or a lack of cooperation with teachers.

**CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

This research has been conducted with two objectives: to find out different teaching methodologies and to find out different ways to make them understand better. After the extensive qualitative research study, the results were analysed and concluded below.

**Summary**

***Objective 1: Different teaching methodologies for students:***

Based on the aforementioned inferences, it is observed through the qualitative research study that there are many teaching methodologies out there; each teacher has a different teaching methodology, and they adapt it according to the subject, age level, and capacity of the students. The questions were asked to teachers about general teaching methods for all four types of learners in the beginning, and then it slowly progressed to those methods teachers will be taking for those smaller numbers of students whose teaching style will be less prevalent in the class. Though educators have said some usual teaching methodologies moving forward, they said they take some other methods to those smaller numbers of students, like presenting PPT's, conducting ice breakers, quizzes, role plays, seminars, using AV aids, etc.

Again, a few questions were asked to educators in depth, like what kind of strategies they will be taking for difficult topics and also some exceptional methods that they have used in their careers very rarely. Some strategies like peer-to-peer learning, using binary language, demonstrating topics in the class, using the play-way method, framing mnemonics or flowcharts, using AV aids and diagrams, conducting online games, and math simulations were really helpful for them. For most of the educators, they didn't encounter any exceptional methods in their career but a few teachers shared some insights, like inquiry-based learning, game-based learning, and interdisciplinary teaching, which were really impressive. All the educators believe in experiential learning and activity-based learning, and they conduct it whenever they need it in the classroom. All the educators believe that their teaching methodologies and techniques work most of the time, up to 98% of the time. The rest of the children don't cooperate because of a lack of interest and concentration, a poor mindset, and, for a few, some family problems or even a lack of capacity.

***Objective 2: Different ways to make them understand better:***

As we have already discussed the different teaching methodologies, it is also utmost necessary to discuss different ways to make them understand better. I started with their teaching plan and asked about whether it has worked all the time or not. Most of the time, for all the educators, it had worked, but a few times it didn't. Whenever it didn't work, educators have taken over-the-counter measures like taking them out to explain the topics related to math, EVS, or English, then collaborative and parliamentary debates and live demonstrations. Most of the time, it didn't work for complex topics. The count of those smaller numbers' students differed from 2% to 35% depending on the strength of the classroom. The educators used alternate teaching methodologies for those students, but still, a few students were not able to understand either because of a lack of cooperation or capability.

### Conclusion

From the above results, it is clearly understandable that to make our teaching successful, we have to adopt a mixture of teaching methods for all kinds of learners and should update ourselves with a variety of techniques and strategies. Adaptability and flexibility are the keys for teachers. As teaching is a two-way process, it is important for both teachers and students to cooperate with each other to achieve success. Thus, it is clear that teachers can't reach all the students, and that should be an acceptable statement. At the same time, it is the teacher's responsibility to share the knowledge, motivate them, and lead the students in the path of wisdom for those who cooperate with us. Though we have stated different ways to make the children understand better, it is all about cooperation at both the teacher's and student's ends.

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